**Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25-26Teacher: Finnegan**  
**Subject:** Chemistry  
**Course:** Chemistry  
**Grade:** 10–11  
**Date(s):** August 25–29, 2025

**Standard (GA Standards of Excellence – Chemistry):**  
SC2. Obtain, evaluate, and communicate information about the chemical and physical properties of matter resulting from the ability of atoms to form bonds.

* SC2.a. Plan and carry out an investigation to identify substances based on patterns of physical and chemical properties.
* SC2.b. Construct an explanation about the relationship between the structure and properties of substances.

**Assessment:** ☑ Test (Tuesday)

| **Day** | **Learning Target (LT) & Success Criteria (SC)** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Monday** | **LT:** I am learning about atomic structure.  **SC:**I can demonstrate knowledge of Atomic Theory by preparing for test. | Electron Configuration question. | Study guide select questions. | Study guide select questions together. | Students continue study guide in groups or individually. | Students continue study guide in groups or individually. | Check study guides for completion. |
| **Tuesday** | **LT:** I am learning about atomic structure.  **SC:** I can demonstrate knowledge through test taking. | Test | Test | Test | Test | Test | Test |
| **Wednesday – Valence Electrons & Periodic Trends** | **LT:** I can identify valence electrons for elements using the periodic table.  **SC1:** I can explain how group number relates to valence electrons.  **SC2:** I can represent elements with Lewis dot symbols. | **Quick Write** – “Why are some elements more reactive than others?” (activates prior knowledge). | **Modeling with Think-Aloud** – Teacher demonstrates finding valence electrons using group numbers, verbalizing reasoning. | **Graphic Organizer (Guided)** – Students complete a scaffolded periodic table highlighting valence electrons by group. | **Jigsaw Strategy** – Groups become “experts” on one family (alkali metals, halogens, noble gases) and teach peers how valence electrons affect reactivity. | **Practice Set** – Students draw Lewis dot symbols for 5 assigned elements. | **Exit Ticket** – “One new thing I learned about valence electrons today.” |
| **Thursday – Forming Ions** | **LT:** I can explain how atoms gain or lose electrons to form ions.  **SC1:** I can predict ion charges for main-group elements.  **SC2:** I can model cations and anions using Lewis dot diagrams. | **Anticipation Guide** – True/False statements: “Atoms want to have 8 valence electrons,” “Metals gain electrons to form cations.” | **Direct Instruction (Mini-Lesson)** – Teacher explains ion formation with worked examples (Na → Na⁺, Cl → Cl⁻). | **Reciprocal Teaching** – In small groups, students rotate roles (summarizer, predictor, clarifier, questioner) while working through ion examples. | **Team Problem Solving** – Groups determine charges and Lewis diagrams for given compounds (e.g., MgCl₂, Al₂O₃). | **Error Analysis** – Students critique flawed Lewis dot ion examples and correct mistakes. | **3-2-1 Summary** – 3 things learned, 2 examples of ions, 1 remaining question. |
| **Friday – Application & Assessment: Ionic Compounds** | **LT:** I can analyze how valence electrons determine the formulas of ionic compounds.  **SC1:** I can combine ions correctly to write chemical formulas.  **SC2:** I can justify compound formulas using electron transfer. | **Question-** “Why don’t noble gases form ions easily?” | **Worked Examples** – Teacher models combining ions to form compounds (NaCl, CaO, AlCl₃). | **Collaborative Annotation** – Students annotate sample ionic formulas, highlighting electron transfer and charge balance. | **Socratic Seminar** – Small groups discuss: “How do valence electrons control chemical stability and compound formation?” | **Performance Task** – Students independently write formulas and draw Lewis diagrams for 4 compounds (CaF₂, K₂O, MgBr₂, Al₂O₃). | **Revisit Learning Target** – Students rate mastery (1–4) and write one reflection sentence. |